DOCUMENT RESUME

ED 206 921 RC 011 921

AUTHOR FitzSimmons, Michael
TITLE Outdoor Human Relations Program, 1979-80: Sixth Grade [And] Teacher's Guide.
INSTITUTION Mansfield School District, Ohio.
PUB DATE 80
NOTE 61p.
AVAILABLE FROM Mansfield City Schools, 53 West Fourth St., Box 1448, Mansfield, OH 44902 (free: 2 or more copies, $1.00 ea.).

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Art Activities; Behavioral Objectives; *Day Camp Programs; *Environmental Education; Experiential Learning; *Field Trips; Grade 6; Group Activities; *Human Relations; Intermediate Grades; *Learning Activities; Learning Modules; Outdoor Activities; *Outdoor Education; Recreational Activities; Science Activities
IDENTIFIERS Ohio

ABSTRACT

Environmental education and interpersonal skills are stressed in this guide for an outdoor education program that features day trips to a rural camp in Ohio. Written for grade six, the guide contains a student handbook for camp activities followed by a brief section for teachers. The student handbook begins with the program goals, a map of the camp, the schedule and rules, and brief descriptions of local Indian tribes. The remainder of the student section contains background information and instructions for 14 outdoor activities including art, birdwatching, building a camp shelter, canoeing, compass orienteering, outdoor cooking, nature walks, rock identification, cross country skiing, trapping, weather forecasting, and a ropes course. Illustrations, diagrams, and worksheets are provided with each activity. The teacher's portion of the guide states the classroom teacher's responsibilities in the outdoor program, lists films and games to supplement the camp program, and provides teaching suggestions for three outdoor activities: weather study, an art project using natural pigments, and bird watching. Behavioral objectives are included for each activity along with lists of equipment and supplies and suggestions for preparatory and follow-up work in the classroom. (JH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED206421

OUTDOOR HUMAN RELATIONS PROGRAM

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Michael Fitzsimmons

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.
☑ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

Teacher's

RC011921

MAR 1980
ERIC / CRESS
RECEIVED

Mansfield City Schools

MANSFIELD CITY SCHOOLS

OUTDOOR HUMAN RELATIONS PROGRAM

1979-80

OUTDOOR HUMAN RELATIONS STAFF

Mr. James Tarantine, Supervisor
Mr. Michael FitzSimmons, Coordinator and Author
Mr. Wesley Beck, Teacher
Mr. Clarence Jacocks, Teacher
Mrs. Juelene Sims, Secretary

SIXTH GRADE

TABLE OF CONTENTS

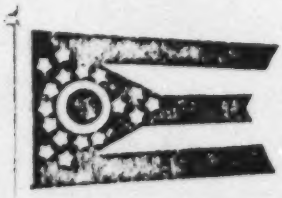
A. GENERAL INFORMATION

Philosophy of Outdoor Human Relations..... 3
Yearly and Daily Schedule..... 4
Map of Richland Rural Life Center..... 5
Local Indian History..... 6
Rules and Graces..... 7

B. OUTDOOR HUMAN RELATIONS ACTIVITIES

Art Outdoors.....10
Bird Watching.....11
Camp Shelter.....14
Canoeing.....16
Compass Orienteering - Getting Lost.....18
Cooking Out.....20
Nature Trail.....24
Rock Hunt.....28
Ropes Course.....32
Skiing Cross Country.....34
Trapping.....36
Trustfall and Wall.....38
Weather Forecasting.....40
Writing About Outdoor Human Relations.....48

OLD GLORY



OHIO

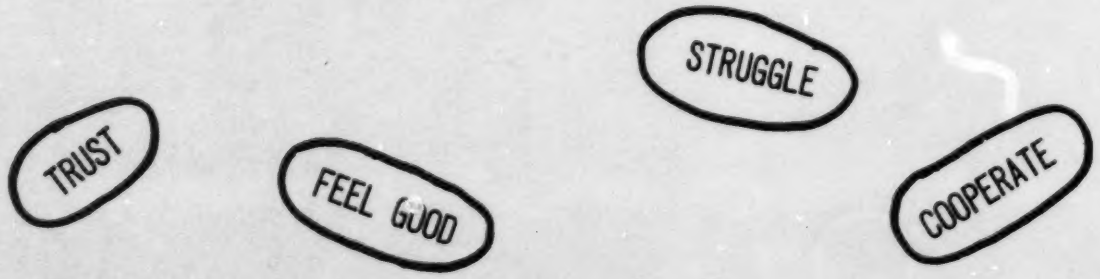
WHAT'S GOING ON HERE?

The Outdoor Human Relations program will give you as a fifth grader and a sixth grader the chance to better understand, trust, and value yourself and others. The program will also give you an opportunity to learn about your physical environment and ways to protect that environment.

The outdoor setting allows you to feel the freedom of being out of the boundaries of a classroom and at the same time helps you feel the problems of responsible living with others in you environment.

Through the adventure and learning activities you will gain knowledge about yourself and your abilities. You will help and be helped by others. A better appreciation for the outdoors will be found, and whole new worlds will be opened by the many experiences you will have.

No student will leave without having successfully struggled to reach a seemingly unreachable goal, without having better understood someone else's feelings, and without feeling the intense need for cooperation with others and the environment.



YEARLY SCHEDULE FOR
OUTDOOR HUMAN RELATIONS PROGRAM

Fall - 2 days

Winter- 1 day

Spring- 2 days

DAILY SCHEDULE AT THE
RICHLAND RURAL LIFE CENTER

Leave School Soon After Buses Arrive

Arrival, Flag Raising, Plans for the Day

Morning Activity Periods (1 or 2)

Lunch, Cleanup, Independent Investigation

Afternoon Activity Periods (1 or 2)

Cleanup, Flag Lowering, Departure

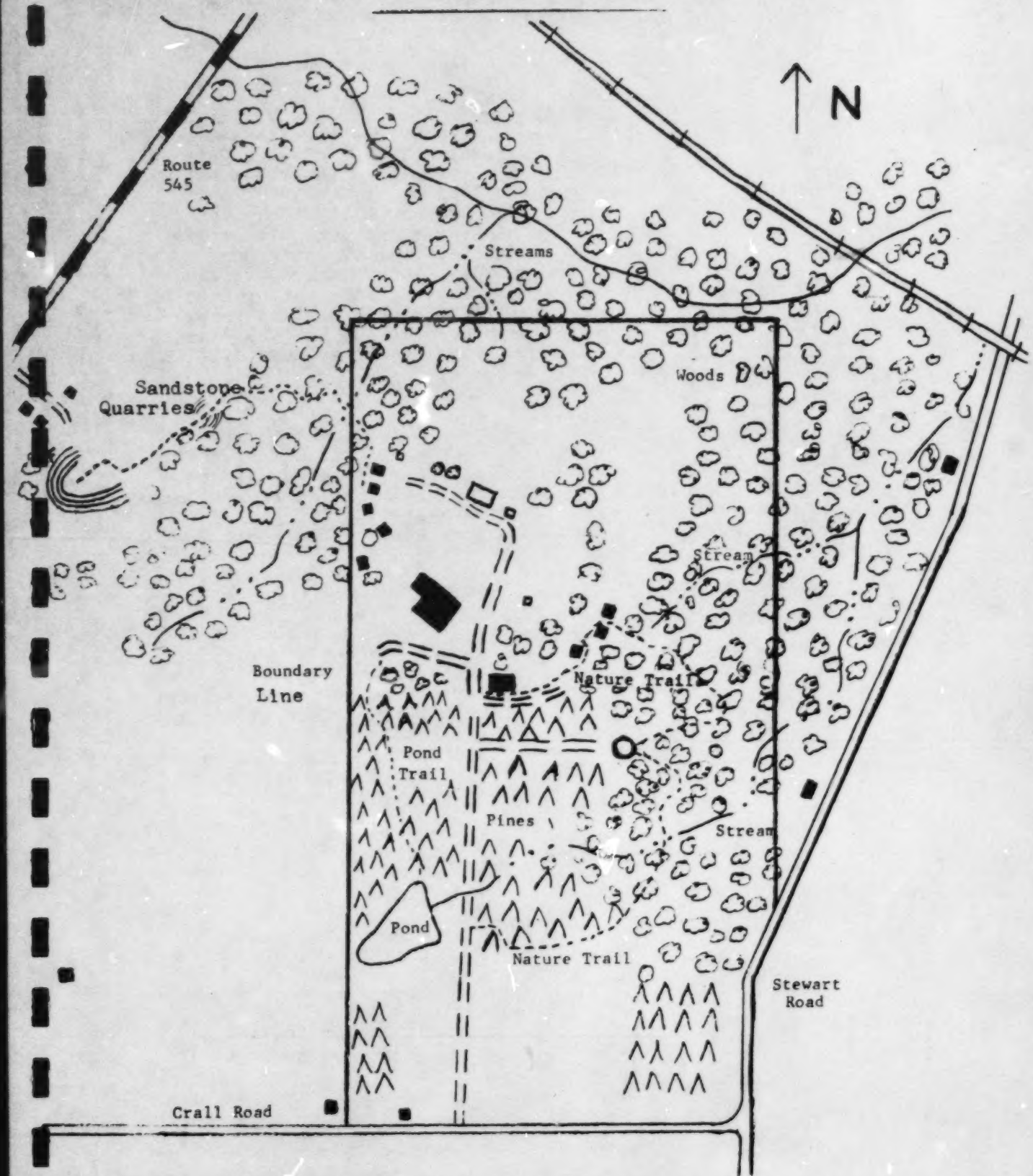
Arrive Back at School in Time for Buses Home

What is the STATE TREE of Ohio?

BUCKEYE

What is the STATE FLOWER of Ohio?

CARNATION


N
Route 545
Streams
Sandstone Quarries
Woods
Stream
Boundary Line
Nature Trail
Pond Trail
Pines
Stream
Pond
Nature Trail
Stewart Road
Crall Road

AMERICAN INDIAN

LOCAL INDIAN HISTORY

Delawares
- -migrated from West eastward to Delaware River including Ohio
- -600 lived in Indian villages in Richland County in 1764
- -"Old Leather Lips" (Tom Lyons) frightened settlers with story about killing 99 white men.
- -in 1811, 100 Delawares tricked into leaving homes at Greentown Village, near Mansfield homes were burned; they killed Zimmer and Copus families near Mifflin in revenge.

Ottawas
- -traveled here from Canada
- -Ottawa Chief Pontiac became famous in the West
- -peace makers, not warriors

Shawnees
- -came from West to Florida then into Ohio
- -used area for hunting when first settlers built houses in Richland County in 1807.
- -Shawnee leader Tecumseh tried to unite all tribes in Ohio to protect themselves from settlers

Wyandots
- -moved here from Michigan and Canada before first white man walked here in 1750's
- -more war-like than most other Indians

200 Wyandots (last Indians to leave Ohio) forced to go to Par West in 1842.

RULES

General Rules

1. Report all injuries to a teacher.
2. The restrooms, buildings, trees, and rocks are for you and others to use, so do not scratch or write on them.
3. Eat food only at the lunch hour. Eat a big breakfast at home.
4. In the restrooms turn lights off if you are the last person out. Use one paper towel to dry hands. Close outside doors- they do not have automatic closers. Practice conservation.
5. Drink water only from the faucets in the lodge, on the porch and beside the swings. Do not drink water from streams or springs.
6. Put Kleenex, scrap paper, and other things you do not want in trash barrels.
7. The piano may be used at noontine when grace is sung. Students wishing to use the piano must have permission of a staff teacher and play softly.
8. All students are encouraged to touch and hold the animals at the live animal table only.
9. When you are finished with microscopes clean up slides, tables, and the microscopes. When you are done with anything, clean it up!
10. Use binoculars, magnifiers, lenses, and sighting devices at the table or on the porch, not on the grass. Never look at the sun through a magnifier, binoculars or lens.
11. Storerooms and kitchen are off limits unless asked by a teacher to go there.
12. No running in the lodge or on the porch.
13. If you are not allowed to participate in any activity tell a staff teacher right away.
14. You are expected to experience, learn, and enjoy the outdoors environment and activities in this program. Have fun in the right way - not wildness or horseplay.
15. This is a human relations program — getting to know and work with other humans. Share, smile, encourage, compliment, help, say and do good things, not put downs!

Great Seal State of Ohio

Hiking Rules

1. Stay near your teacher. You will have opportunities to explore, but wait for your teacher's permission. When exploring, keep your teacher in sight at all times.

2. Do not be a litter bug. Whenever you see paper or trash left in the woods, pick it up and carry it back to the trash barrels.

3. Some animals like monkeys are supposed to climb trees and swing on grapevines. You are not.

4. Hold branches so that they will not snap back into another person's face.

5. Never run when you're carrying glass or a glass object like a jar or binoculars.

6. Trees, flowers, and mushrooms in the woods and fields are for all to see and enjoy. Do not break twigs from trees and definitely do not pick flowers and mushrooms without your teacher's permission. Ask your teacher's permission to bring plants, animals, or other things back to the lodge to research or display.

7. Nearly all animals are helpful to man. So do not tease, injure, or kill an animal, even small ones like spiders and ants. Only animals like house flies and mosquitoes that we know can spread disease should ever be killed.

8. When you walk up or down a hill, dig the sides of your feet into the hillside to prevent slipping.

9. When you turn over a rock or log to explore under it, be sure to roll the rock or log back to its original place. This way you do not change this home for the animals that live under it.

10. Talk quietly, Walk Indian style-softly on the balls of your feet. Animals know sounds of danger and will hide from noise and you.

11. Use your senses - look around you; smell flowers and crushed leaves; listen for birds and movements; feel surfaces of objects; do not taste any plant unless a teacher tells you.

Lunch Rules

1. When your tribe has been called:
   (a) wash your hands,
   (b) get your lunch,
   (c) receive your milk,
   (d) remain standing at your table until grace is completed.

2. Eat at your own tribe tables.

3. Table manners are important. While eating, talk quietly. Clean up all food and milk spilled on the table and floor. Do not blow up and break bags or step on milk cartons.

4. When you are done eating, place all cans, papers, and food scraps in the trash barrels. Sponge your part of the table and clean up any food spilled on the floor. Then do research with animals, microscopes, materials or books, or sit quietly. Stay inside the lodge. Play piano quietly only with permission.

GRACES

(1) Noontime Is Here

Noontime is here
The table is spread
Thanks be to God
Who gives us bread.

(2) Johnny Appleseed Grace

The Lord is good to me
And so I thank the Lord
For giving me the things I need,
The sun and the rain and the
Appleseed.
The Lord is good to me.

PRAYER OF THE WOODS

I am the heat of your hearth on the cold winter nights,
the friendly shade screening you from the summer sun,
and my fruits are refreshing draughts quenching your
thirst as you journey on.

I am the beam that holds your house, the board of your table,
the bed on which you lie, and the timber that builds your boat.

I am the handle of your hoe, the door of your homestead,
the wood of your cradle, and the shell of your coffin,

I am the bread of kindness and the flower of beauty.

Ye who pass by, listen to my prayer: harm me not.

This verse from the Ancient Portuguese has been use in Forest Reservations of Portugal for more than a thousand years.

ART OUTDOORS

On this page you may draw any thing you observe at Outdoor Human Relations. You may be asked to make a sketch of something you will later sculpt, paint, or create using some medium. You might do your painting or charcoaling on this or the last page.

TITLE_____

Artist Signature_____

BIRD WATCHING

Birds are among the most colorful and interesting animals with which you will become acquainted. To learn as much as you can about birds, you need to be quiet, listen, observe and be patient. The use of the clue chart will be helpful in identifying the birds that you see. Watch the behavior of the birds.

1. What is its size?

   To know its exact size in inches is very tricky to guess with any amount of accuracy. Use as your measuring stick birds that you are familiar with, such as a Sparrow, Robin, or Crow. Is the bird you see smaller than a Crow or a little larger than a Sparrow?

2. What field mark <u>colors</u> can you see?

   Color, sometimes, is enough to identify a bird. Consider the Cardinal, Blue Jay, or Goldfinch. Notice the different colors and locations of each color. Is the breast plain, spotted or streaked? Does the tail have a band at the tip or is it spotted? Is there a rump-patch? Does the bird have a stripe over the eye? Is the crown striped or is there a patch on the crown?

3. What is its <u>shape</u>?

   Is it slender or chunky? What are its wings like? Are they rounded or pointed? Is it a long or short-legged bird? Does it have a rounded bill or a short one? Is its bill thin or thick. Does it have a crest or a top like a Starling? Is its tail forked, notched, square tipped, round tipped or pointed?

4. In what <u>habitat</u> was it found?

   Do you observe it in the woods, in a field, by the lake, in pine trees, only in the air, on the ground?

5. How does it <u>fly</u>?

   Does it dip up and down or fly in a straight line, or soar? Does it turn this way and that or fly straight? Does it beat its wings slowly or rapidly? Does it travel alone or in flocks?

What is Ohio's
STATE BIRD ?

CARDINAL

6. How does it act?

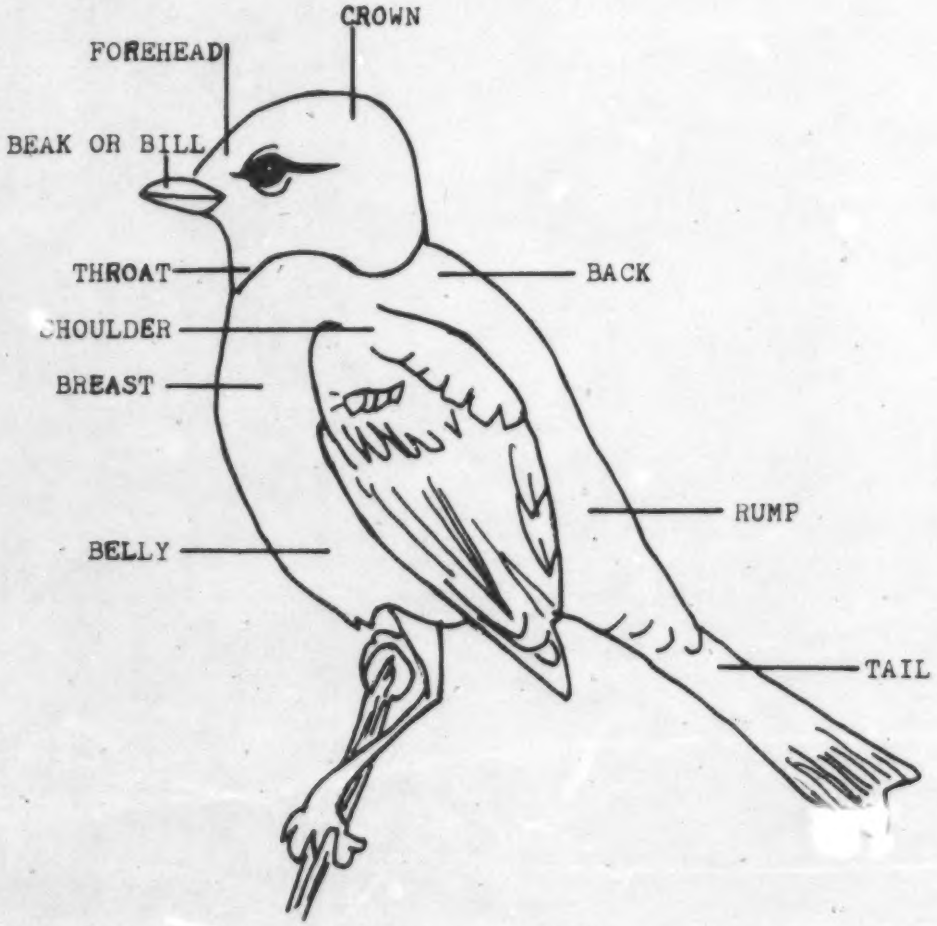
Does it cock its tail up like a Wren or does it hold its tail down? Does it wag its tail? Does it climb trees? Does it feed on the ground? Does it walk or hop? Does it scratch among dead leaves? Does it peck on trees?

7. What does it sing?

Many bird watchers identify birds by their voices - Chickadees, Killdeer, Phoebes, and Bobwhites say their names clearly. Try to write down in words what you think the call of the bird sounds like.

8. When is it found?

Is it here only during the winter as a Tree Sparrow or does it fly south in the winter as most Robins or is it a permanent resident like the Cardinal, or is it migrating through? To answer this type question, observation for several months or several years is necessary.



LOOK

Binoculars and the Sun - **NEVER** look at the sun through you binoculars. This can burn and permanently damage your eyes.

BIRD CLUE CHART

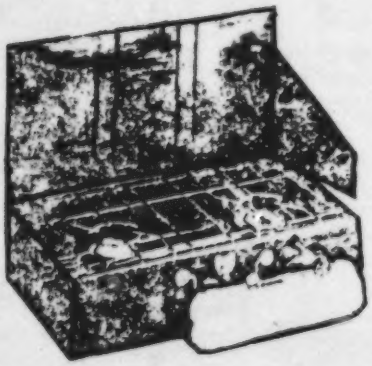
SIZE OF	COLORS	SHAPE	HABITAT	FLIGHT	ACTIONS	SONG	NAME

Bird Bands

If you find a band on a bird's leg, send the following information to the Bird Banding Office, U.S. Fish and Wildlife Service, Washington, D.C.: 1. You name and address 2. All letters and numbers on the band 3. Date and place found (nearest town and state) 4. How you found the bird - hunting, road kill, sick bird, live bird, etc. You may keep a band found on a dead bird; on a live bird write down the band numbers and leave the band on the bird's leg when you release it. The bird banding office will send you a report telling when and where the bird had been banded plus a certificate.

CAMP SHELTER

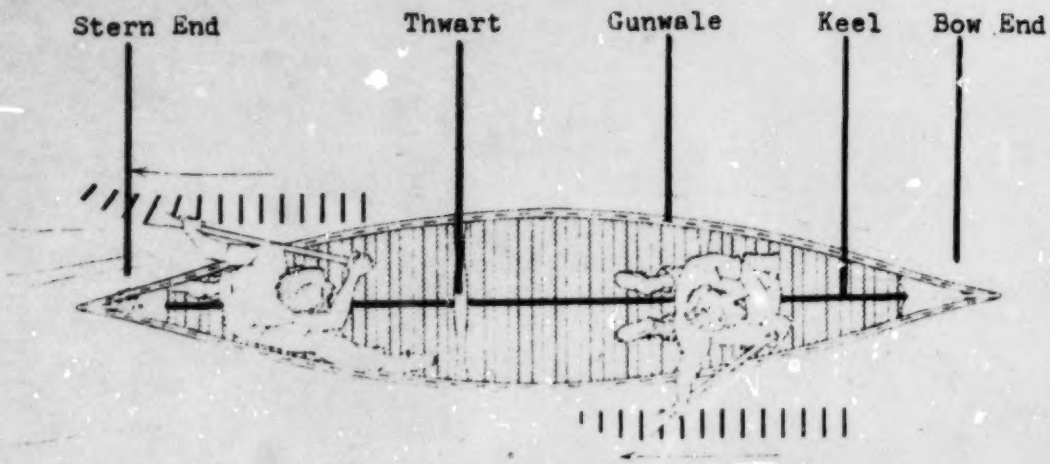
During this activity you will be working on some parts of a camp or shelter. It probably will include some preparation for your spring cookout such as pitching a tent, gathering firewood, getting wild foods, or canteen backpacking. Beside some pictures you may be asked to describe how you and your friends worked together on that part of Camp Shelter.



In the space below you may be asked to draw your design for some project you will do or you may answer questions or describe your feelings about the Camp Shelter activity.

CANOEING

Canoe Basics



This picture shows two canoeists correctly kneeling and using the basic paddling strokes. The stern man is performing a steering twist to keep the canoe on a straight course. The backing stroke - pushing the paddle from the stern (back) of the canoe to the bow (front) should be used to avoid collisions, back up, and stop.

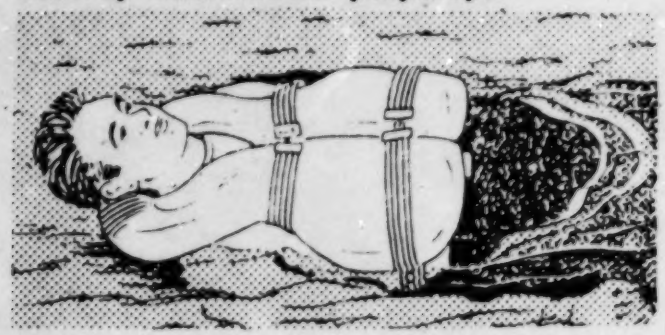
Boarding and Landing

To board, the canoe should be completely afloat first. Then the stern man, being the captain, holds the canoe while the bow man steps into the canoe holding a thwart or both gunwales. Next, the bow man holding the bank with his hand or shoving his paddle firmly against the lake bottom steadies the canoe while the stern man gets on board.

To land, the opposite occurs with the stern man getting off first while the bow man holds. Then the stern man steadies the canoe while the bow man gets out. Remember-Bow man on first, off last! Be careful during landing - most tipovers occur then.

Rules While Afloat

1. Kneel only - never sit on a seat; never stand up.
2. No horse play - no rocking, no splashing, no colliding with another canoe.
3. Care, Cooperate, and Communicate with partner! Stern man is Captain and has the final say.
4. Life preserver should never be adjusted after a teacher has fitted and inspected it on you. It will keep you safely afloat face up when fitted properly.



What did you learn about canoeing and about working together?

How did you help someone or someone help you?

What part of the canoeing activity made you feel best?

COMPASS ORIENTEERING

Why A Compass Needle Points North

The whole Earth is a giant magnet with one end of the magnet in the North and the other in the South. The red end of your compass needle has been magnetizied so that it will point to this Magnetic North Pole. The Magnetic North Pole is located in northern Canada not very far from the real graphic North Pole. Don't get close to objects that contain a lot of iron like chairs or table bottoms. They will attract the compass needle so that it does not point north.

Using A Silva Compass To Follow A Trail

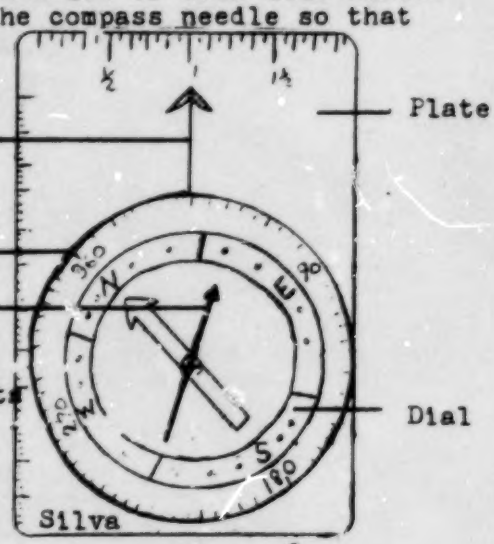
Find the direction that you wish to go in degrees, called the bearing.

1. Hold the base and turn the housing to line up the desired bearing (direction) with the Direction of Travel Arrow.

2. Hold the compass level and close in front of you with the Direction of Travel Arrow pointing in the direction you are facing. Turn yourself (not the compass) until the red end of the needle points towards the letter N. The compass is now oriented. You should now be facing in the direction you want to go.

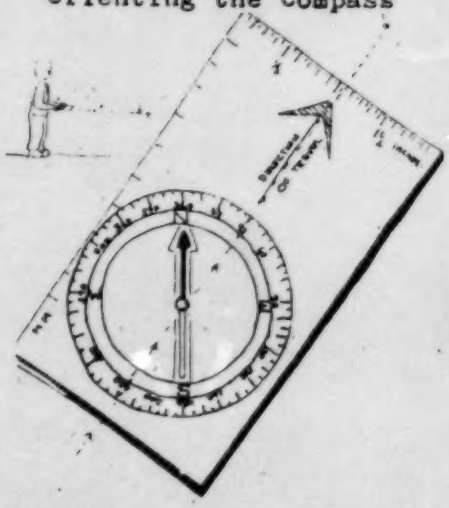
3. Sight over the Direction of Travel Arrow into the distance to some object. Walk the given distance toward that object. Be careful to start walking the correct bearing and walk in a straight line.

4. When you reach the object set the new bearing and repeat the above procedure.



Compass Parts

Orienting the Compass


An Oriented Compass

Finding Length of Your Step

You will have a chance to find out how long your average walking step is. To do this you will walk a known distance, probably 20 feet, counting how many steps you take. Then you will divide the number of steps into the distance walked:

number of steps) distance walked — length of step

For example, if it took you 9 steps to walk 20 feet, how long would your step be?

$$9 \overline{)\,20'} \quad 2' \text{ remainder of } 2$$

$$\begin{array}{r} 18 \\ \hline 2 \end{array}$$

Therefore your average step is a little bit more than 2 feet long.

In the space below figure out your average step.

$$___\overline{)\,20'}$$

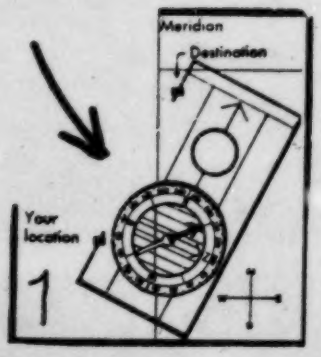
My average step is _____feet.

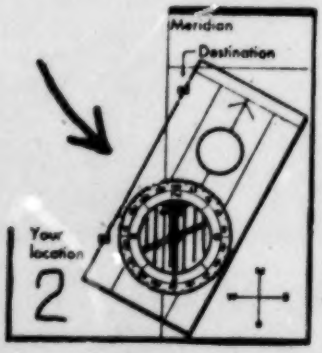
Hiking With Map and Compass (Getting Lost)

1. Place the compass on the map with left edge along the desired line of travel.

2. Turn dial until the compass meridian lines on the transparent plate are parallel with the meridian lines of the map and North (N) points to North on the map.

3. Without changing the dial setting turn the entire compass horizontally until the red end of the magnetic needle points to North (N).





COOKING OUT

Cooking outdoors over an open fire has existed as long as man has been on the earth. Fire building is a skill which is basic to comfortable survival in the outdoors - from cave dwellers, to Indians, to you.

Learning to build a fire and do it safely has always been a challenge. You will have the challenge to safely build a fire to cook on.

Safety First

1. No horseplay around a fire! No "Jack be nimble, Jack be quick, Jack jumps over the cook fire sticks," no pushing, no standing on logs, no playing in the fire, no waving of glowing sticks.

2. If you catch on fire, roll! If someone catches on fire roll him/her on the ground!

Pitch In

As part of a fire and cook team you are expected to work hard and enjoy completely all parts from Planning thru Cleanup. Do your share!

1st Planning

Your fire and cook group will make a number of decisions about who carries what items to the firesite, what fire design to use, who lights the match, etc.

2nd Gathering Firewood

(Tinder) "First a curl of birch bark as dry as it kin be,
(Kindling) Then some twigs of soft wood, dead but on the tree,
(Fuel) Last o'all some pine knots to make the kittle foam,
And thar's a fire to make you think you're settin' right at home."

Ernest Thompson Seton
Author and Boy Scout

Tinder - very thin dead twigs on trees, particulary pine
- wood shavings
- dry weed tops
- bark. particulary grapevine pieces

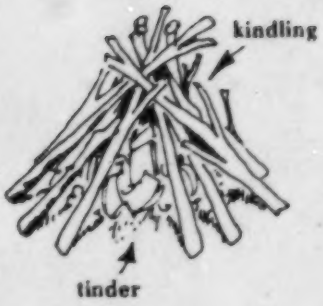
Kindling - "squaw wood," small diameter dead twigs and branches still on trees; "If you can't snap it, scrap it."

Fuel - larger dead branches
- split logs
- 2" x 4" pieces

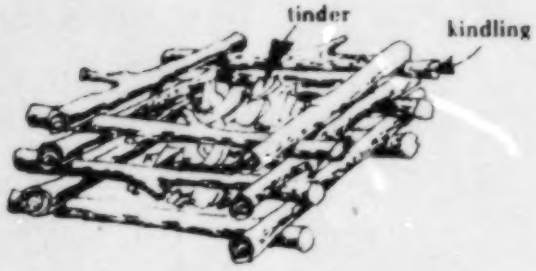
3rd Making the Fire

Choose the fire style that you believe will best work with the way most of your fire group will be cooking. (for example - pans, pots, foil, hot dog stick)

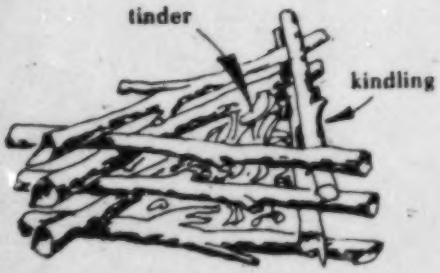
FIRE STYLES



TEPEE

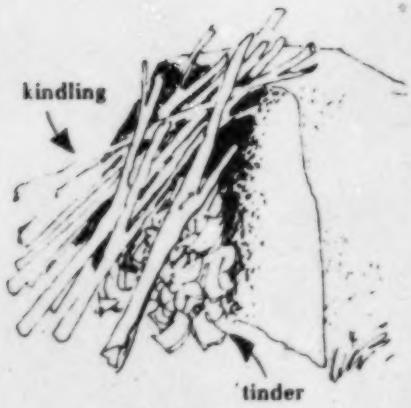


LOG CABIN



ANIMAL PEN

CRISSCROSS



LEAN-TO

When you lay the fire, place the tinder, then kindling loosely so air will flow thru it. Light the tinder from the up wind side. After the kindling gets a good start, feed pieces of fuel wood from the down wind side. Start with thin fuel wood, then gradually thicker pieces.

4th Cooking

"Flames for boiling, coals for broiling."
Allow the fire to flame up then burn down to some coals if you are broiling in a pan or in foil. Boiling food or liquid in a pot can be started much more quickly. Adjust the burning fuel wood so that as many students as possible can use the fire at the same time.

5th Clean Up and Put Out

Remember these two actions for cleanup:

1. Make no mess, have no mess!
2. Leave the fireside cleaner than you found it!

Why should you do these two actions?

Follow these steps for putting out your fire:

1

Extinguish you fire by sprinkling it thoroughly with water.

2

Turn smoldering sticks and logs over and drench them on all sides

3

Bury wet ashes or cover spot with soil. When soil feels cool, the fire is dead out.

NATURE TRAIL

Careful observation is the key to a successful nature trail hike. Observation means that you must use all your senses to know the world around you. You may need to touch or handle something or stoop or stretch so that you make full use of the tools you have for observing--your senses. Until you have devoted unhurried time to observing, you cannot understand nature.

Suppose you are observing an insect--rather than asking first, "What is it?" You might observe its eyes, count its legs, etc. Then really look at it! When you study it you may learn that it has six legs, wings instead of arms, feelers instead of ears--all these clues will help you learn about it.

There will be many more things to observe along the trail than you will have time for. Take your time and see as much as you can. There is no rush to reach the end of the trail. Along the trail you will find small markers made from tin can lids. The first one will be shown to you by your teacher. From then on you are on your own. The markers are there to help you find things to look at, but there are other interesting things, too. See what you can find that does not have a marker.

Nature Trail Notes should be helpful. Take good notes--you will need them as you try to research what you have discovered.

POISON IVY - <u>Leaves of 3, let it be!</u>
3 leaflets, often toothed, may be red in early spring or fall

Grows as a standing plant, a vine up a tree, or a vine along the ground

Clusters of white berries present in fall and winter-food for pheasant, song birds, and quail

Similar plants:

Virginia creeper - vine with 5 leaflets

Poison oak - 3 leaflets, but only in South

Poison sumac - 7 to 13 leaflets not toothed, none found at Rural Life Center

STINGING NETTLE - <u>Don't settle with nettle!</u>
Stinging hairs along stem and branches raise white bumps that itch violently for about 30 minutes

Grows upright (not vine) in moist ground often on hills

Medicine for nettle - crush the stem of jewelweed (touch-me-not) and rub the plants juice on the itching skin

WHO GOES THERE?

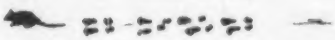
COTTONTAIL RABBIT

CHIPMUNK

BIRD

SQUIRREL

MOUSE
(note tail drag)

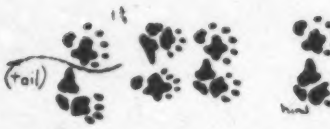


SKUNK

RACCOON

FOX

(track almost a straight line)



OPOSSUM

DOG

DEER

HOUSE CAT

WOODCHUCK (GROUNDHOG)

NATURE TRAIL NOTES Fall D te _____

MARKER if any	INTERPRETATION, OBSERVATION, CLUE OR DRAWING

29

NATURE TRAIL NOTES Spring Date_____

MARKER if any	INTERPRETATION, OBSERVATION, CLUE OR DRAWING

ROCK HUNT

Identifying Rock Samples

Now you will have a chance to identify your bedrock and gravel pit rocks. Using the directions below start with a sample of bedrock. On the Clue Chart For Rocks write down the color, hardness, feel, and a short mineral description using a fresh cut surface of your rock. Then compare your results with the Information On Common Rocks Chart and find the name of your rock. Last write down the name and type of rock in the proper column. Do this for each rock.

1. Color --

Color of a rock is the first thing you will see in rock. Look for the overall color or colors, not the color of each grain. Color by itself is not a sure clue. Many times the color will not be the same as the Information Chart says. Use other information with color. Do not use color alone.

2. Hardness --

You will have a chance to test your rock to see if it is hard, medium, or soft. Do the following tests in order:

Soft rock - a penny will scratch the rock
Medium rock - a nail will scratch the rock, but a penny will not
Hard rock - the rock will scratch a piece of glass

3. Feel --

How the rock feels can usually be determined by rubbing your finger over the rock. Then describe the rock as:

Gritty
Rough
Smooth
Shiny smooth

A gritty rock will feel like sandpaper; usually you can rub grains off the rock. Usually you can not rub grains off a rough rock and it will feel more bumpy than gritty like sandpaper.

4. Mineral Description --

All rocks are made up of minerals. These are the small parts of your rock that are different colors, have sides that reflect light, or may not be visible at all because they are so small that they blur together. Common rock-forming minerals are quartz and feldspar (light colored), biotite mica and iron-containing minerals (dark colored). Describe the minerals with terms like- clear, reflects light, several colors of minerals, none visible. Better yet, make your own description.

INFORMATION ON COMMON ROCKS

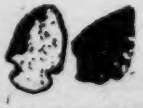
Color	Hardness	Feel	Minerals - Grains	Name	Type
white or pink, little black (see gneiss)	usually hard	rough	minerals bigger than pencil point, reflect light	Granite	Igneous (formed by heat)
white or pink	usually hard	rough	minerals smaller than pencil point	Rhyolite	
mostly black	usually hard	rough	minerals bigger than pencil point, reflect light	Gabbro	
all black or all dark gray	usually hard	rough	minerals smaller than sharp pencil point	Basalt	
brown or gray	medium or hard	smooth and gritty	pebbles in with sand	Conglomerate	Sedimentary (formed from sediments carried by water)
all brown yellow, or gray	soft or medium or hard	gritty	quartz grains cemented together	Sandstone	
all gray, brown, black, or red	soft or medium	mostly smooth on flat surface	none visible	Shale	
all gray or all white	medium	rough	usually none visible but bubbles with acid	Limestone	
gray or white or yellow or brown	hard	shiny smooth	none visible	Flint (or Chert)	
white or pink with dark stripes	hard or medium	rough	minerals of different sizes, reflect light	Gneiss (from granite)	Metamorphic (changed)
all brown or all red or all white	hard	rough	quartz grains melted together	Quartzite (sandstone)	
all gray brown, black, or red	usually medium	mostly smooth on flat surface	none visible	Slate (from shale)	
all gray or all white	medium	rough	white minerals reflect light, acid bubbles if rock is scratched	Marble (limestone)	

CLUE CHART FOR ROCKS

Write down the color, hardness, feel, and mineral or grain description for one rock sample. Then compare your findings with the Information On Common Rocks on the next page to learn the name and type of your rock.

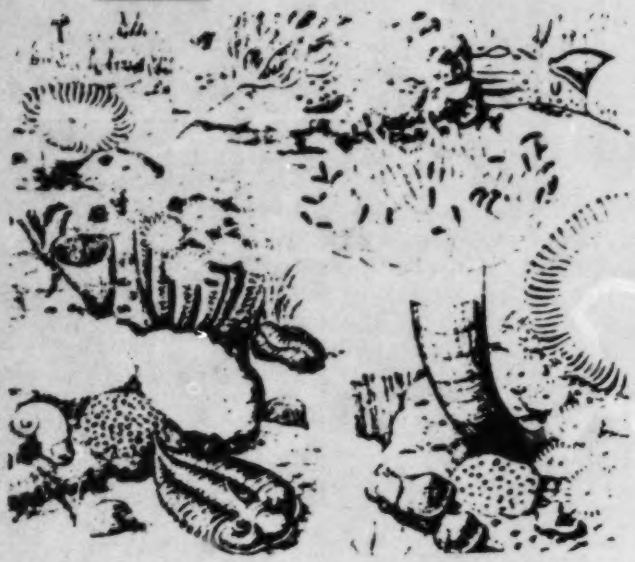
Sample	Color	Hardness	Feel	Mineral - Grains	Name	Type
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
Bedrock						
Bedrock						

What is the STATE STONE of Ohio?

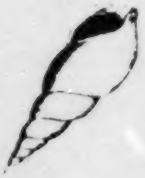


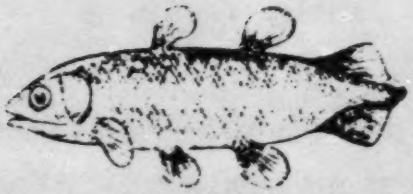
FLINT

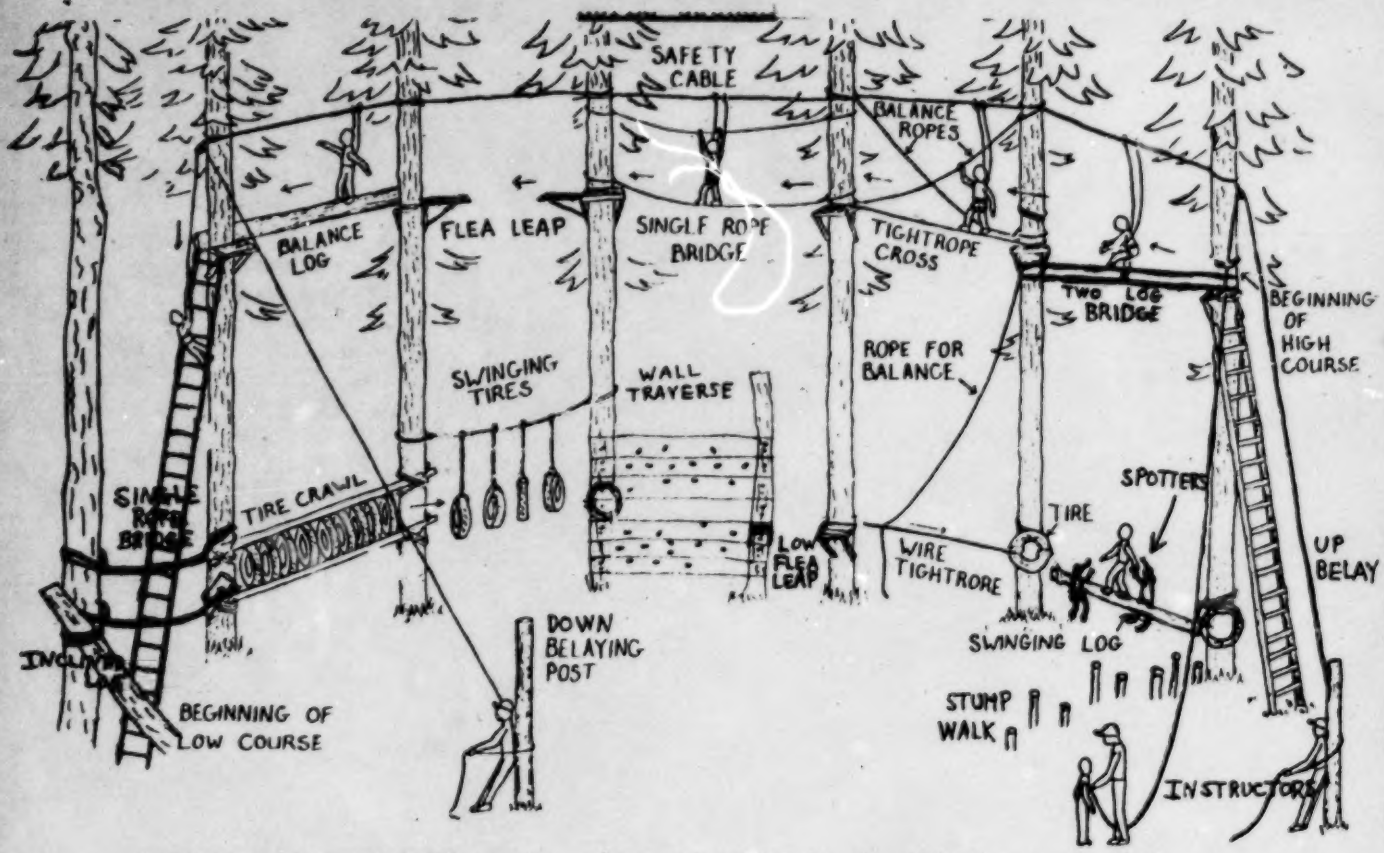
Fossils



The sandstone bedrocks outcropping in the vallies were deposited 270,000,000 years ago when the Ohio area was covered by an ocean. The picture to the left shows how the bottom of this ocean looked. If you find a fossil, circle its picture and write down its name and something researched or observed about it.







This year you will have an opportunity to do the low and high ropes courses. You will have challenges - different obstacles will be stressful for different people. Always encourage and help other students on the course. Never make killer statements putting someone down, like "come on, that's easy!"

Low Course Rules

1. Always have two spotters ready to break your fall.
2. No gum or candy; no sharp objects in pockets.

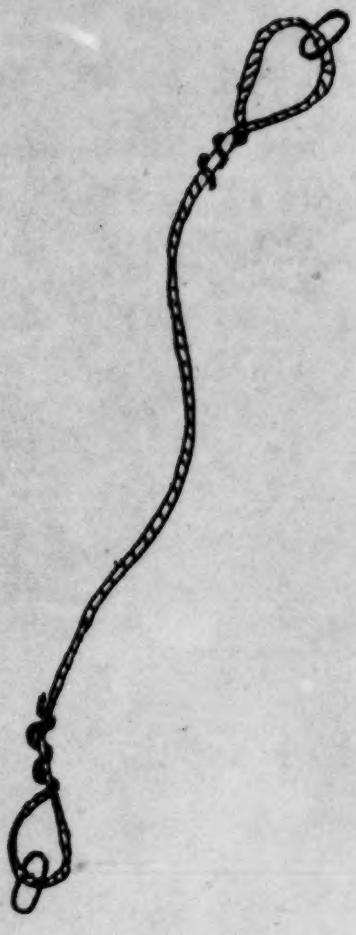
High Course Rules - Safety First!

Transfer from one cable to another using ABC method.

Adult watching? - ask if adult teacher is watching and get "yes" before continuing.

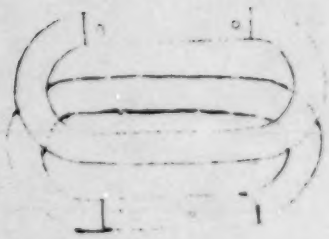
Biner #1 off and clipped into new cable--NEVER, NEVER take both carabiners off at same time.

Clip and flip biner #2 off old cable and onto new cable so that gates are on opposite sides.



SLING ROPE

HARNESS



CARABINERS WITH GATES OPPOSITE

How do you feel about yourself after completing the high ropes obstacles?

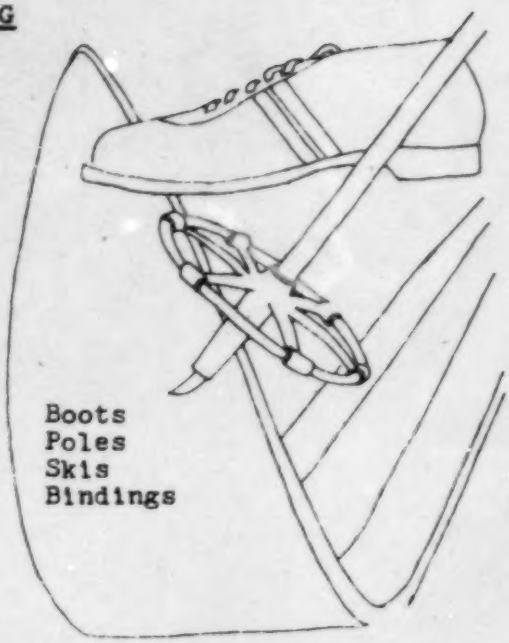
Describe your feelings when you were on the hardest part of the high ropes.

What was the most valuable thing you learned about yourself?

Did you do more than you thought you could? How were you able to?

CROSS COUNTRY SKIING

Cross country skiing also called nordic (north) skiing or ski touring is different from down hill skiing where skiers ride lifts to the top of a hill and ski down. Nordic skiing is simply ski-hiking across any snow-covered area. Compared to down hill skiing cross country skiing is safer, easier to learn, less expensive, can be done almost anywhere, is family fun, and provides the opportunity to enjoy the beautiful winter outdoors.



Diagonal Glide Technique

This the most important maneuver that you will learn as a beginner. This is basically how the Scandinavians moved over the snow for the past two or three thousand years. There is no mystery to it. In the very beginning, they simply walked the same as they did in the summer...with the opposite leg (ski) and arm (pole) walking together. After a couple hundred years though, the Scandinavians discovered that if they would slide their skis, it was easier than walking on them and they would go faster too. Remember-right arm (and pole) goes forward when the left leg (and ski) goes forward.

Rising From A Fall

Assuming that your skis have crossed, rollover on your back and with your legs in the air, get your skis parallel. Then place the skis on the ground across the hill not pointing up or down hill. As you rise, your weight must be kept well forward, towards the ski-tips. Use your hands or poles to stand-up.

Grip Your Pole Correctly

Use it correctly for balance and to help you move forward.

Boot Conversion Tables

The ski boots are measured in centimeters. Find the metric size boot you will need. If you have very thick socks, take the next largest metric size.

American Sizes		European Sizes
Women	Men	Metric (men and women)
1,2,3	1,2,3	use 36 cm.
4,5	4	36 cm.
5½	4½	37 cm.
6,6½	5	38 cm.
7,7½	5½,6	39 cm.
8,8½	6½	40 cm.
9,9½	7,7½	41 cm.
10	8,8½	42 cm.
10½	9,9½	43 cm.

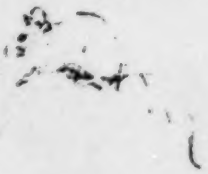
What were your two favorite parts of the cross country trail? Why?

How did you help other students ski? How did you feel then?

How did other students help you ski? How did you feel about them?

TRAPPING

With a partner or two you will set a box live trap (not a painful leg-hold trap) to try to catch some animal from a small bird or mouse to a skunk or large raccoon. Trapping animals is both luck and skill. Luck is hard to control. You can be most skillful by using these ideas.



1st Day - Setting Your Trap

1. How to Set your Trap

   Discover how to set it. Trigger it. After it is baited, locked and chained to a tree try it out again.

2. Where to Set your Trap

   What clues should you look for to show that an animal has been around?

3. What Food to use to Bait your Trap

   Refer to the Trapping Sign-Up List or look up on your own foods that will attract your animals.

4. Caution: If the weather forecast is for cold and/or rainy cover your trap so that your animal will not freeze to death!

40

2nd Day - Retrieving Your Trap

1. Caution - Beware: Any mammal (animal with hair or fur) can carry the disease rabies that can be deadly to humans if the rabid animal bites the person. Do not touch or get your hand near a trap with an animal in it. Carry the cage with the chain, not holding the trap itself.

2. Check in your trap, lock, key, and chain after the animal is released by a teacher and/or the food is cleaned out.

3. Observations and Interpretations about Trapping

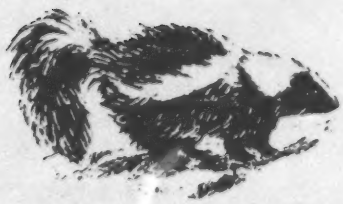
   Why do you think you were successful or unsuccessful?

   If unsuccessful, were there any signs of an animal coming around your trap?

   What did you observe about the behavior of one trapped animal?

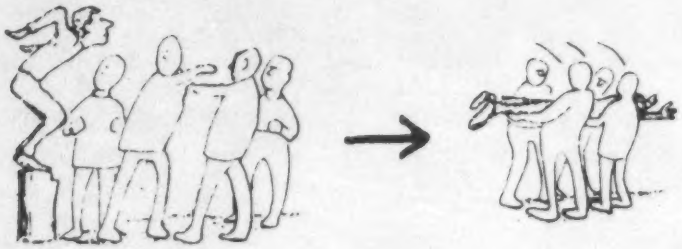
   Why did it respond that way?

   How do you feel about catching then releasing an animal?



TRUSTFALL AND WALL

Trustfall Challenge - to fall into the arms of students in your tribe renewing trust in them.

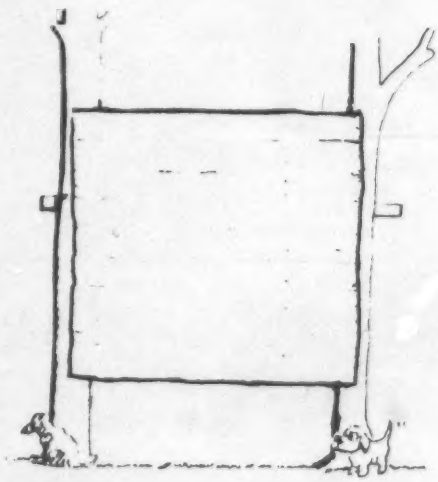


Basic Rules

1. Encourage, never put down other students with killer statements.
2. Be ready and trustable.
3. Remove eyeglasses and sharp objects from pockets.
4. Specific falling and catching techniques will be explained - observe closely.

Wall Challenge - to get the entire tribe over the nine foot wall rebuilding cooperative trust.

Like the beam it is impossible for a person to go over the wall alone. Cooperation from planning through completion is important. Help, don't hurt feelings and bodies!



Basic Wall Rules

1. Everyone must be involved all the time - climbing, lifting, or spotting up, over, and down (hands up to break fall if person slips).
2. Remove eyeglasses and sharp objects from pocket.
3. Head must never be lower than your waist - both lifters and climbers.
4. Once a person is over the wall he cannot help others except by spotting people down. Step down off the wall, don't jump.
5. Only two persons may stay on the wall to lift.
6. Trees, poles, belts, or other objects may not be used!

How do you feel about your tribe after completing the trustfall and wall?

In what ways is your tribe cooperating better or worse than last year? Why?

ACCEPT COOPERATE TRUST

WEATHER

A man once said, "Everybody talks about the weather, but nobody does anything about it."

This was true at one time, but now many things are being done- weather satellites are sent in orbit around the earth, clouds are seeded to make rain, people and companies must stop polluting the air that makes our weather. Boys and girls are doing something about the weather by observing it, then forecasting it.

Now you will have a chance to do something by learning the causes of weather conditions and how to read weather instruments. Next will be the actual reading of these instruments outside. Then you will be able to look over the weather data that you have collected and compare it to known weather data obtained during the past 100 years. From this comparison you will predict the weather for the rest of the day (in the morning) or for the next day (in the afternoon).

SIGNS OF WEATHER

Forecasting begins by observing the weather outside and its changes. The weather and its changes can be called the signs of weather. Below are some signs of weather. How many of these signs have you observed?

1. frost on grass
2. lightning and thunder
3. drizzle all day
4. ring around the sun
5. white cloud puffs
6. cold windy day that hurts your face
7. rain freezing on streets
8. hot, sticky day
9. tornado
10. 50° F, at 10:00 a.m., 25° F. by noon
11. grandpa's bones ache
12. spring shower
13. rainbow when there is no rain
14. hurricane
15. wind change quickly from W to E
16. white clouds turn black quickly
17. wind blows gently from west all day
18. sleet
19. clouds getting lower in the sky
20. red clouds in the morning

WHAT IS WEATHER?

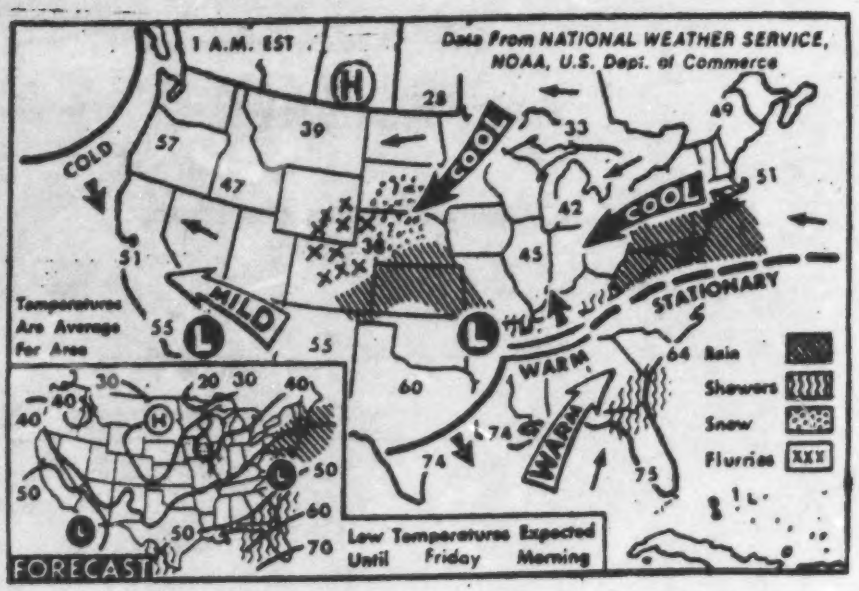
Weather is a condition of the <u>air</u> caused by:

1. heat from sun
2. air pressure
3. wind
4. water in air

44

WEATHER MAP

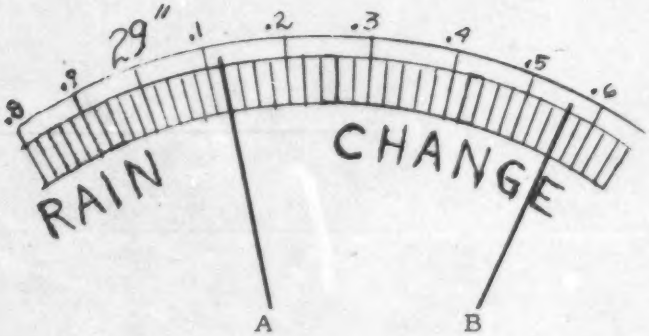
Page 2 of Mansfield News Journal



BAROMETER (Air Pressure)

Actual Air Pressure _____ inches

.1 = 1/10



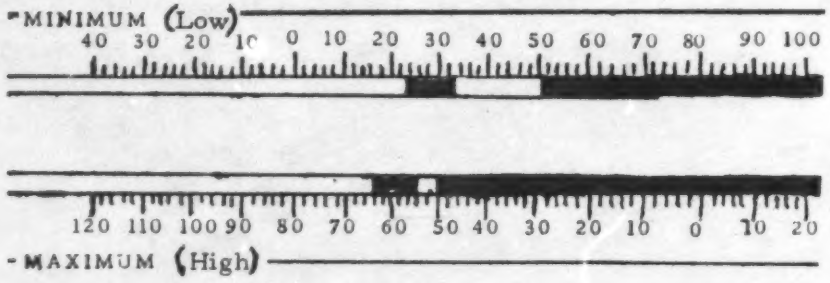
Read Blue Hand

Example A _____ inches

Example B _____ inches

HIGH-LOW (Maximum-Minimum) THERMOMETER

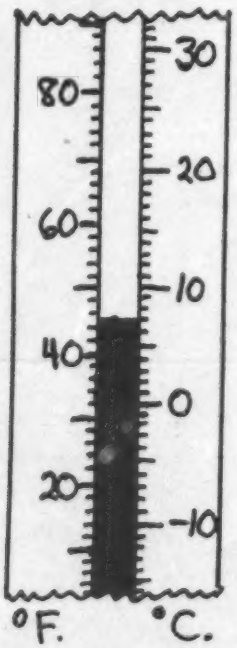
Actual Temperature Present ____ °F. High ____ °F. Low ____ °F.



Example Present ____ °F. High ____ °F Low ____ °F.

THERMOMETER

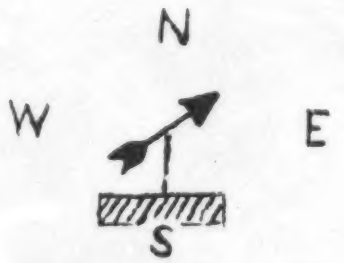
Actual Temperature ____ °F.



Example Temperature ____ °F.

WIND VANE

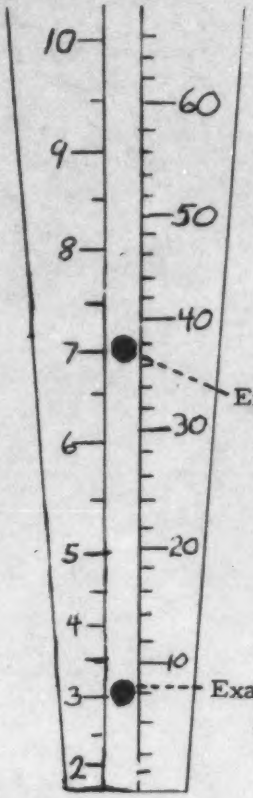
Actual Direction Wind Is Blowing From ____



Example of Direction Wind Is Blowing From ____

WIND METER

Actual Wind Speed _____ m.p.h.



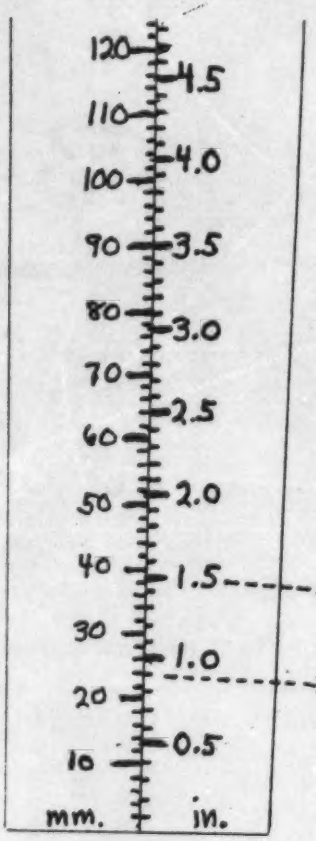
Read Left Side Unless Using Your Finger

Example A _____ m.p.h.

Example B _____ m.p.h.

RAIN GAUGE

Actual Precipitation _____ inches



Example A _____ inches

Example B _____ inches

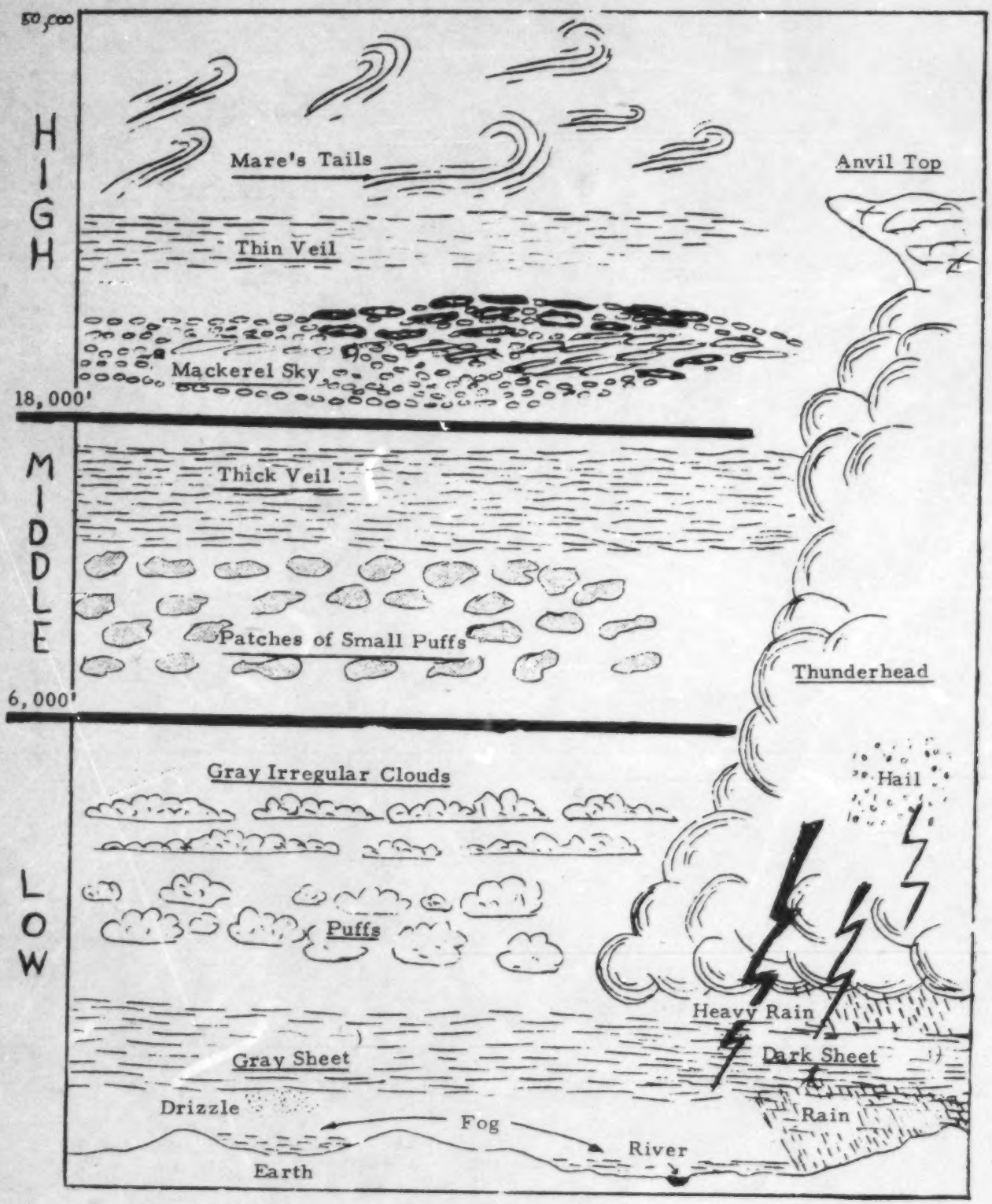
RELATIVE HUMIDITY INDICATOR (Hygrometer)

Actual Relative Humidity _____ %

Example A–Relative Humidity _____ %

Example B–Relative Humidity _____ %

CLOUDS


50,000
HIGH
Mare's Tails
Anvil Top
Thin Veil
Mackerel Sky
18,000'
MIDDLE
Thick Veil
Patches of Small Puffs
Thunderhead
6,000'
LOW
Gray Irregular Clouds
Hail
Puffs
Heavy Rain
Gray Sheet
Dark Sheet
Drizzle
Rain
Fog
River
Earth

HOW COLD DOES IT FEEL?

When you get ready to go to school in the morning, one of your first questions is, "How cold is it?" Then you may look at the thermometer or listen to the radio to find the temperature. After trying to dress warmly for a cool temperature, you may find that you feel cold on the way to school because the wind is blowing strongly. The wind has a chilling or cooling effect on a person's body. Scientists have studied this problem and have come up with the following table that shows the combined effect of the temperature and wind. If the wind is blowing at 18 m.p.h. and the thermometer says 30° F., then the effect of the wind makes it seem as if it were 7° F. with no wind (follow the dotted lines).

WIND CHILL TABLE

Temperature in °F.

↓ Wind Speed	45°	42°	39°	36°	33°	30°	27°	24°	21°	18°	15°	12°	9°	6°	3°	0°	-3°	-6°
0 m.p.h.	45°	42°	39°	36°	33°	30°	27°	24°	21°	18°	15°	12°	9°	6°	3°	0°	-3°	-6°
3 m.p.h.	43°	40°	37°	34°	31°	28°	25°	22°	19°	16°	13°	9°	6°	3°	0°	-3°	-6°	-9°
6 m.p.h.	38°	35°	32°	29°	26°	24°	20°	17°	14°	11°	8°	5°	1°	-2°	-5°	-8°	-11°	-14°
9 m.p.h.	35°	31°	28°	25°	22°	18°	14°	10°	7°	4°	0°	-4°	-8°	-11°	-14°	-18°	-21°	-25°
12 m.p.h.	32°	28°	24°	21°	18°	14°	10°	6°	2°	-2°	-6°	-10°	-15°	-18°	-22°	-26°	-30°	-33°
15 m.p.h.	29°	25°	22°	19°	15°	11°	6°	1°	-3°	-7°	-11°	-16°	-21°	-24°	-27°	-31°	-35°	-39°
18 m.p.h.	26°	22°	18°	15°	11°	7°	2°	-3°	-7°	-11°	-15°	-20°	-25°	-28°	-32°	-35°	-39°	-43°
21 m.p.h.	24°	20°	16°	13°	9°	5°	0°	-5°	-9°	-14°	-18°	-23°	-29°	-32°	-36°	-40°	-44°	-48°
24 m.p.h.	23°	18°	14°	10°	6°	1°	-4°	-9°	-13°	-17°	-21°	-26°	-32°	-35°	-39°	-43°	-47°	-51°
27 m.p.h.	22°	17°	13°	9°	4°	-1°	-6°	-11°	-15°	-19°	-24°	-29°	-35°	-37°	-41°	-46°	-50°	-54°
30 m.p.h.	21°	16°	12°	7°	3°	-2°	-7°	-12°	-16°	-21°	-26°	-31°	-37°	-39°	-43°	-48°	-52°	-56°

COOL
COLD
VERY COLD
BITTER COLD
EXTREME COLD

Above numbers show the °F. temperature that a wind cools flesh to.

WEATHER FORECASTING

Now that you have learned so much about weather, you are ready to try forecasting. Below are some hints that will help you forecast the weather for the present day in the morning and for the next day in the afternoon.

Clouds

- 1 White puffs - good weather will continue
- 2 Darker the clouds - more likely the rain
- 3 Clouds become less - good weather
- 4 Clouds become more - rain, possible

5 High clouds replaced by lower ones - rain
6 Sky is clear - sunny and warmer

Wind

- 1 From W, SW, NW - good weather
- 2 From E, SE, NE - cloudy, rain possible
- 3 From S - warmer, often more hazy or cloudy
- 4 From N -colder, often clearer

5 Little or no wind-little or no change
6 Wind speed increases as clouds increase - rain, then cooler weather

Air Pressure (Barometer)

- 1 Down (Falls) - rain
- 2 Up (Rises) .1 inch - good weather probable
- 3 Remains steady or rises a little - good weather possible

Humidity
1 Relative humidity over 70% (sticky feeling) - rain coming
2 Relative humidity under 30% (fresh feeling) - good weather

Precipitation
1 Dew or frost in morning - good weather
2 Rain or snow is steady - will last awhile
3 Rain or snow comes quickly and hard - won't last long (shower or flurries)

Temperature
1 Temperature is normal for season and sky is mostly clear - weather will stay good
2 In winter, rapid rise in temperature - weather will worsen
3 In spring, rapid drop in temperature - rain shower soon

Weather Sayings - Check these sayings to find out if they are true. Add others that you know.

Red (clouds) at night-sailor's delight
Red (clouds) in the morning - sailors take warning
Person's bones and joints ache - rain coming very soon
Undersides of leaves turned up-rain coming very soon
Smells are stronger - rain coming
Dry grass at night - rain before light
Dry (grass) in morning light - rain before night

WEATHER DATA

Weather Element	Instrument Reading	Date_____ Time_____	Date_____ Time_____	Date_____ Time_____	Date_____ Time_____	Date_____ Time_____
Air Pressure	present barometer					
	change in barometer					
Wind	wind direc					
	wind speed	m.p.h.	m.p.h.	m.p.h.	m.p.h	m.p.h.
	wind chill factor	°F.	°F.	°F.	°F.	°F.
Heat In Air	present temperature	°F.	°F.	°F.	°F.	°F.
	max. temp. high / low / min. temp	°F. / °F.	°F. / °F.	°F. / °F.	°F. / °F.	°F. / °F.
Water In Air	relative humidity	%	%	%	%	%
	cloud height					
	cloud description					
	amount of sky cover					
	precipitation amount					
	precipitation type					
FORECAST						

WRITING ABOUT OUTDOOR HUMAN RELATIONS

You may use this page to write a diary of your activities day by day, your feelings about new friends, favorite activities, things discovered, and other interests. You may also be given a special activity to go outside and creatively write on this page your feelings about someone or something in your environment.

Date_____

54

TEACHER'S GUIDE

OUTDOOR HUMAN RELATIONS PROGRAMS
MANSFIELD CITY SCHOOLS

Classroom Teacher Responsibilities

1. Collect and bring permission forms to Rural Life Center on first day.

2. Order milk and free lunches from cafeteria.

3. Divide students into four tribes (Delawares, Shawnees, Wyandots, and Ottawas) with about an equal mixture of majority-minority students. Try not to put one minority student alone.

4. Teach pre and post human relations-environmental activities (filmstrips, games, worksheets) with assistance from outdoor staff.

5. At Rural Life Center each Pond Life (5th grade) or Weather-Smudge Art (6th grade) in fall, Bird Watching in winter (5th and 6th grades). On site assistance will be provided by outdoor staff as well as the printed teachers guide.

6. At Rural Life Center, team with outdoor staff to provide positive experiences for all students by assisting in solving student or human relations problems and helping in maintaining discipline.

7. If you are sick or taking personal leave on an outdoor education day please call Michael FitzSimmons at the Rural Life Center (522-5927) or at home (892-2356).

Suggested Pre and Post Activities

I. Sound Filmstrip Sets - Instructional Materials Center (Raemelton IMC) 756-0085

A. Human Relations

*1. Gues Who's In A Group
2. What Do You Expect Of Others
3. It's OK For Me, Its OK For You
*4. Developing Basic Values
*5. Our Values
6. Learning About Me
*7. Basic Concepts in Social Studies (Why We Need Each Other)
*8. Learning About Human Relations (Picture Packet)

B. Environment

*1. Environmental Awareness
2. Conservation For Todays America
*3. This Earth: Everything Fits Together
4. This Earth: How Life Adapts
5. Ecology
6. Ecology - Balance Of Nature
*7. Ecology - Spaceship Earth
8. Our Environment: Aesthetics
9. Your Senses And How They Help You

II. Films - Satellite V Film Center - 524-4004 Ext. 248

A. Human Relations

*1. M-263 Values: Understanding Others
*2. J-30 You Belong
*3. J-5 But... Names Will Hurt
4. J-6 But They Might Laugh
5. J-9 Can I Help

NOTE: Numbers 2-5 are probably, available only until January 1, 1980.

B. Environment

*1. V-178 Lets Help Recycle
2. M-211 Our Land Needs Your Help
*3. M-177 Man's Effect On Environment
4. M-64 Conserving Our Natural Resources
*5. M-209 Once Upon A Wilderness
*6. V-296 Walk In The Forest
*7. RC-176 Pursuit Of Man's Past
*8. AC-17 Exploring The Night Sky
*9. M-262 Universe

*Means Outstanding Materials

III. Games

**1. Coca Cola's Man In His Environment- a super simulation (Make Your Own World) - available in each building library and from Raemelton IMC 756-0085

*2. No Time To Waste
(game, environmental song record, filmstrip, 30 student comic books) - set available in each building library; 30 student books abailable from Raemelton IMC 756-0085

*3. Pollution Game
(set of 8 for whole class use) - available from Instructional Materials Center 756-0085

*4. Dirty Water Game
(set of 7 for whole class use) - available from Instuctional Materials Center 756-0085

* All Games Are Outstanding!

WEATHER

Behavioral Objectives

By the end of the Weather unit each student will be able to:

1. Correctly read five of six weather instruments-barometer, thermometer, wind vane, wind meter, rain gauge, relative humidity indicator.
2. In a group of three or four students using analog forecasting check off, make a forecast by synthesizing information together.
3. Find wind chill.
4. Describe and tell height of clouds.
5. Be more observant of weather signs and changes.
6. Plan or alter activities as a result of making a forecast.
7. Feel good about observing and interpreting the weather.

Teaching Weather in Classroom

1. Using instruments and materials from Outdoor Human Relations Program teach students how to read weather instruments and make forecasts.
2. Distribute and use Wolf's Head Weather Forecaster as alternative method.
3. Optional: Incorporate weather concepts such as fronts, pressure areas, severe storms and other into instrument and forecast teaching.
4. Optional: Visit weather station at Mansfield Lahm Airport using Career Education funds and exposing students to meteorological career possibilities.

Teaching Weather at Outdoor Center (Do before Art)

1. Review with students how to read instruments and their locations.
2. Individually or paired, students should read instruments and make forecasts (in groups of 2 or 3).
3. Record on green board and place up front. Choose two students to read forecast at lunch or before departing.
4. Remember to be accepting of reasonably correct answers and allow students collectively to solve disagreements about readings or forecasts. Try not to be a decision maker.
5. Optional: Use Sager Weather Caster.
6. Optional: Students look up in one of weather books something about what each student thinks is most interesting weather sign that day. Record researched facts in book.

Equipment and Supplies

Weather instruments — mounted or in box. Green weather board, chalk, eraser.

Weather books in box - Golden Nature Guide, Sager Weathercaster, others.

SMUDGE ART

Behavioral Objectives

By the end of the Smudge Art activity each student will be able to:

1. Feel creatively successful.
2. Find 4 plants, rocks, or other natural objects with 4 different pigments in them.
3. Propose how an Indian might have dyed cloth or baskets.
4. Cooperate and share natural materials with other students.
5. Be willing to sign his/her name to the picture created.

Teaching Procedure (Do after Weather)

1. Use Art Outdoors page in student book.
2. Introduce what will be done with background of how Indians used to boil pigments out of various natural materials for dyes but that it took a long time. This projects involves same pigments but in a much faster method.
3. You may want to demonstrate smudging grass on a piece of paper. Don't use more exotic materials - but allow students to find them.
4. Allow students about ten minutes to go out and collect natural materials. A stiff file card for each student to take along to test materials is helpful. Limit students to eyesight distance from you and not disturbing any other activities. Circulate around outside while students are collecting, urging them to test out any and every thing for possible usage. Berries, flowers, leaves, burned wood, soil, some rocks, blood, grasshopper tobacco (saliva) are good. Don't tell students this list, but say "Did you try (this) or (this)?"
5. Put natural stuff on newspapers to ease cleanup.
6. Optional: Have students sketch with pencil on Outdoor Art page before beginning to smudge.
7. Encourage any creative picture - realistic, modern, patterns, even putting down colors and/or shapes to represent how a student feels. Important thing is to create!
8. Encourage sharing of materials as a way of good human relations!
9. Optional: Have students go around saying only positive things about each other's art works. No put downs or killer statements permitted.
10. Manage a full cleanup with students totally responsible for conditions "cleaner than they were before."

Equipment and Supplies

File cards - 1 or 2/student
Newspaper
Paper towels
2-3 buckets with sponges

BIRD WATCHING

Behavioral Objectives

1. Student will show that he enjoys bird watching by a change in his level of interest the second time he goes bird watching or simply by his interest in watching birds when he is not in this activity.

2. Student will be able to synthesize various bird clues he observes to identify the bird.

3. Student will be able to identify at least one bird by its song.

4. Student will be able to explain briefly the migration of some birds.

5. Student will be able to properly use binoculars, a skill valuable for leisure time.

6. Student will be able to describe observed bird behaviors - territorial, mating, feeding, defense of young, nest building, etc.

Good Locations for Observing Birds - (B)

BEST COPY AVAILABLE

BIRD WATCHING

Teaching Bird Watching

Bird watching should be an activity where students can inductively put together observational clues to identify a bird and/or learn about the bird's characteristics and behavior. The activity should be fun and the process approach of learning about birds should be self-satisfying.

To make a maximum enjoyment and a maximum use of the process approach, you might try these ideas:

1. Go over things to observe about a bird (as in the book) and rules you want, e.g. pointing and whispering but no talking, care of binoculars, binoculars around neck, books and pencils along, never look at sun, etc.

2. Demonstrate the three focuses needed on a binocular: (1) between the eyes distance so you see the most light, (2) zero lined up with the dot on the adjustable right eyepiece, (3) top knob for close and distant focusing. Let students practice focusing their own binoculars inside.

3. Outside, try different areas - open area (as lodge lawn), forest edge, pines, field, pond, heavy undergrowth. Try two approaches: go to birds, let birds come to you.

4. When a bird is observed, don't tell answers or the name of the bird; but, rather guide the students with questions like "did anybody see anything about that bird's shape?"

5. Return in time for research with books and charts kept at the lodge.

6. Setting the bird traps and filling bird feeders (and watching there) are interesting.

(Feelings in silence)

* 7. Have students lie down on their backs on grass, on leaves, or on pine needles - not making any sounds, perfectly silent (eyes open or shut) for one to five minutes. Ask students if they had any interesting feelings during the silence or what feelings they had.